

Indiana Works Councils Recommendations

March 24, 2014



INDIANA WORKS COUNCILS

Indiana Regional Works Councils

- Appointments announced September 18, 2013
- Industry/business leaders represent at least half of Council appointees
- Other appointees: secondary, postsecondary, economic development, workforce development and community partners
- www.in.gov/ceci



Works Councils Recommendations

- * Input on 3 Strategic Objectives
(in context of CTE pathways)
 - * Address the shortage of qualified workers for current employment opportunities
 - * Prepare Indiana's workforce, students, and incumbent workers for high-value jobs of the future
 - * Make Indiana a leader in STEM talent development and employment opportunities

Works Councils Recommendations

- * 60-70 pages of **recommendations** that focus on the following:
 - * Understanding employers' needs
 - * Creating more awareness about middle skill opportunities in schools
 - * Building employability skills into curriculum
 - * Examining how well industry requirements for STEM knowledge align with high school diploma requirements
 - * Existing innovative curriculum

Engaging employers in a system responsive to their needs

- * Employer and post-secondary involvement and structure
 - * Regional industry and sector-based employer councils
 - * Develop models for effective vertical partnerships
 - * Works Councils or other employer council as single point of contact
 - * Regionalized system for developing standards for quality programming, evaluating programming, etc.
 - * Work with regional and sector initiatives (e.g. Eco15 or HIRE Technology with Conexus)
- * Offer incentives for industry to:
 - * Identify high value, high wage, high demand careers and standards
 - * Participate in co-ops and internships
 - * Hire STEM/CTE graduates

Creating CTE Awareness

- * Changing Perception

- * Statewide approach to make over the image of middle skill pathways, as genuine opportunities, not just fallback options
- * Drive consistent, ongoing messaging regionally regarding high value, high wage, high demand career opportunities, pathways, and required education and training
- * Create opportunities to showcase career-ready students as they succeed
- * Increase student and parent knowledge of such career opportunities and available pathways to them
- * Statewide portal with customized regional information

Integration of Career Counseling and Employability Skills

- * Career Awareness

- * Develop K-12 system of career awareness embedded into curriculum, standards, assessments, and accountability
- * Ensure teachers and counselors visit employers in a structured way
- * Infuse system with more career coaches
- * Educate parents on the requirements for various careers and comparative rewards and costs

- * Employability Skills

- * Stronger and more rigorous focus on employability skills
 - * Example: Work Ethic Certifications
- * Embed employability skills in all K-12 pathway courses
 - * Example: WIN
- * Evaluate vertical pathways on ability to integrate work readiness

CTE Content, Measurement, and Funding

- * Content

- * Competency-based
- * Importance of local flexibility/control
- * Analyze definitions (concentrator/completer) and ensure they work in the vertical alignment of K-12, postsecondary, industry
- * Shift from one-period electives and focus more on pathways

- * Measurement

- * Performance should be outcome-based
- * Determine how well we are creating a pipeline. Do students complete the pathways and gain employment?

CTE Substance, Measurement, and Funding

- * Funding

- * Focus on programs that are aligned to and produce desired outcomes in the long run that are in the best interests of students
 - * Eliminate duplication
 - * Eliminate lower-priority courses such as single credit courses
- * Focus on incentivizing full pathway enrollment and work-based learning
- * Create incentive funding for CTE districts whose programs produce extraordinary results
- * Reward meaningful certifications, licensures, and dual credit completions aligned to regional employer needs

Pathway Requirements

* Content

- * Blend and integrate STEM disciplines—now very segregated—to guide their relevance to industry needs
- * Connect IT and statistics into the study of various STEM disciplines
- * Ensure *all* high school diplomas come with baseline industry-relevant knowledge and competencies, cross-training, and the ability to continue to learn
- * Recognize post-secondary institutions are essential to the delivery of this content

* Flexibility

- * Offer more rigorous STEM courses as part of pathways
- * Enable blending of school and work—bring employers into school, capstone projects, internships—with regulatory flexibility
- * Establish and fund teacher training to incorporate relevance into teaching
- * Consider a single “honors diploma” with more than one set of criteria

Elements of a Redesigned CTE System with Optimal Results

Region 7:

One system is not going to provide optimal results statewide, so

- eliminate per year credit requirements for CTE and enable alternative scheduling;
- allow flexibility in identifying instructors for career pathway courses;
- give schools (particularly remote smaller ones) flexibility in licensing and delivery;
- allow more dual credit classes and options for high school students;
- allow local decisions regarding labeling of pathway courses;
- enable innovation and progressive industry alignment that has schools at pace with or anticipating industry needs and focuses content on maximum value capability;
- align standards to specific industry needs and work the career pathway backwards from those;
- align secondary offerings in focus and scope to industry work force demands

Questions

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